

Remarks of Frances Grigg  
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Before the State Dept. of Education and State Board of Education  
Concerning the proposed changes to Common Core State Standards Implementation  
and Teacher Evaluation

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Good afternoon. My name is Frances Grigg and I'm a first grade teacher in Groton Public Schools. I have been teaching since 1984 and throughout my career, I have seen many changes in education. The implementation of the Common Core Standards has not been a change for the better. Although I understand the premise behind the Common Core Standards, it is not developmentally appropriate. Elementary teachers were not consulted with the development of the Common Core Standards. Therefore, many of the standards are not age appropriate for first grade. The standards do not allow for children to be individuals who need to grow and develop at their own pace. It implies that all children learn at the exact same time, and have the same intellectual abilities. This simply is not so. The Common Core Standards expect the children to be test-taking robots, producing stress and anxiety all for the sake of data. Children need to be considered children-not data points.

I would also like to take this opportunity to comment on the new Teacher Evaluation. I don't feel teachers can be adequately evaluated based on a 30 minute lesson. I found the paper work involved with the formal observation to be time consuming, taking away from planning time. It took me a total of 7 hours to complete the pre-observation lesson plan, the post observation reflection, and to gather all the evidence to support my

lesson. I believe more informal observations done in a variety of settings gives administrators a better view of how teachers work, communicate, collaborate, and deal with student and parent situations. Formal observations would be best done on a rotating basis spanning a three or four year term. In addition, the stress involved with the formal teacher evaluations has caused low morale in my school.

Thank you for your consideration in these matters.